Strand Three: Media Literacy

Standard	Awareness: Students will be aware that media literacy as a life skill is integral to modern citizenship,
6500.10-6506.10	informed decision making, and healthy lifestyles.

6500.1001-6506.1001 Use basic terms and concepts of media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Discuss the meaning of	Discuss the meaning of	Define and discuss the	Define with examples basic	Define and explain basic	Explain and use basic terms,	Differentiate among and use
media.	media.	meaning of media.	terms, e.g., media, media	terms, e.g., media, media		basic terms, e.g., media,
				literacy, mass media, local	mass media, local media.	media literacy, mass media,
(LA)		(HL)	media.	media.		local media.
Identify and discuss a variety	Identify and discuss a variety	List and describe the		Classify, as print or nonprint,		
of media, e.g., television,		audience appeal of a variety		a variety of media and list the	according to potential impact,	impact, a variety of media and
books, newspapers,	books, newspapers,	of media, e.g., television,	and limitations of each, e.g.,	advantages and limitations of	a variety of media and explain	explain the advantages and
billboards, bumper stickers,	billboards, bumper stickers,			each, e.g., availability, cost,	the advantages and	limitations of each, e.g.,
radio, computers, clothing	radio, computers, clothing	stickers, radio, computer,	appeal, frequency, and ease	audience appeal, frequency,	limitations of each, e.g.,	availability, cost, audience
with messages.	with messages.	clothing with messages.	of use.	and ease of use.	availability, cost, audience	appeal, frequency, ease of
					appeal, frequency, ease of	use, potential audience size.
					use, and potential audience	
(LA)		(HL)		(HL)	size. (HL)	

500.1002-6506.1002 Demonstrate how the use of media can broaden the educational experience.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Information and experiences	Identify information and	Recognize information and	Explain vicarious experiences		Use examples to show how	Use examples to show how
gained through media.	experiences gained through	experiences gained through	gained through media, e.g.,	vicarious experience through	vicarious experience through	vicarious experience through
	media.	media, e.g., cultural and	cultural, geographic, and	media can provide cultural,	media can provide cultural,	media can provide cultural,
					geographic, and historic	geographic, and historic
		(SS)(LA)	(SS)(LA)	insights. (LA)	insights. (SS)(LA)	insights. (LA)
Share experiences gained	Share experiences gained	Identify information gained	Explain how media	Explain how media	Explain how media	Explain how media
through media.	through media.	through media that has	experiences have the	experiences have the	experiences have the	experiences have the
		potential to help develop	potential to help develop	potential to help develop	potential to help develop	potential to help develop
		creativity and values.	creativity and change values,	creativity and change	creativity and change	creativity and change
			lives, or perspectives.	perspectives, values, or lives.	perspectives, values, or lives.	perspectives, values, or lives.
(LA)	(LA)		(HL)	(HL)	(HL)	(HL)(SS)

6500.1003-6506.1003

- (1-3) Identify citizens' rights and responsibilities with respect to media. (4-6) Explain citizens' rights and responsibilities with respect to media.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Explain that works of print	Give examples of works of	Describe ethically and legally	Explain ethically and legally	Interpret with examples	Demonstrate ethically and
	and nonprint media are	print and nonprint media that	responsible ways in which to	responsible ways in which to	ethically and legally	legally responsible ways in
	created by and belong to an	are created by and belong to	use print and nonprint media.	use print and nonprint media.	responsible ways in which to	which to use print and
	author, illustrator, or	an author, illustrator, or			use print and nonprint media.	nonprint media.
	company. (FA)(SS)	company.	(SS)	(SS)	(SS)	(SS)
	Recognize symbols of	Identify symbols of copyright	Locate and identify symbols	Identify bibliographic and	Identify bibliographic and	Identify bibliographic and
	copyright and trademarks.	and trademarks.	of copyright and trademarks	other important information in	other important information in	other important information in
			in or on print and nonprint	print and nonprint media, e.g.,	print and nonprint media, e.g.,	print and nonprint media, e.g.,
			media.	title, author, director,	title, author, director,	title, author, director,
				producer, copyright date,		producer, copyright date,
				copyright and duplication	copyright and duplication	copyright and duplication
				warnings.	warnings, ratings.	warnings, rating, edition or
	(SS)					version.
		Identify how to be active	Identify and list how to be	Identify and list how to be	Identify and list how to be	Explain how to be active
		consumers of media, e.g.,	active consumers of media,	active consumers of media,	active consumers of media,	consumers of media, e.g.,
		respond with discussion,	e.g., respond with letters to		e.g., respond with letters to	respond with letters to editors,
		painting, drawing, letter	editors, letters and telephone	editors, letters and telephone	editors, letters and telephone	letters and telephone calls to
		writing.	calls to station programmers	calls to station programmers	calls to station programmers	station programmers and
			and advertisers.	and advertisers, flyers,	,	advertisers, flyers, posters,
		(SS)	(SS)	posters. (SS)	posters, newsletters. (SS)	newsletters. (SS)

Demonstrate how cultural heritage and experiences influence interpretation of media. 6500.1004-6506.1004

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Share differing interpretations	Recognize differing	Recognize the value of	Recognize the value of	Recognize the value of	Recognize the value of
	of the same program, story,	viewpoints.	differing viewpoints.	differing viewpoints.	differing viewpoints.	differing viewpoints.
	etc. (SS)		(SS)(LA)	(LA)	(SS)(LA)	(LA)
	Relate the content of media to	Recognize the influence of	Describe how emotions and	Describe and explain how	Explain how understanding	Explain how understanding
	prior experience.	emotions and experiences on	experiences influence	emotions and experiences	and interpretation of media	and interpretation of media
		the understanding and	understanding and	influence understanding and	differs based on emotions and	differs based on emotions
		interpretation of media.	interpretation of media.	interpretation of media.	experiences.	and experiences. (SS)
		Recognize that social and	Recognize how social and	Explain how social and	Explain how social and	Explain how social and
		cultural attitudes and	cultural attitudes and	cultural attitudes and	cultural attitudes and	cultural attitudes and
		backgrounds can influence	backgrounds can influence	backgrounds influence	backgrounds influence	backgrounds influence
		responses to media, e.g.,	responses to media, e.g.,	understanding and	understanding and	understanding and
		sports ability bias, gender	sports ability bias, gender	interpretation of media, e.g.,	interpretation of media, e.g.,	interpretation of media, e.g.,
		bias.	bias.	gender bias, ethnic and	gender bias, ethnic and	gender bias, ethnic and
		(HL)		cultural content.	cultural content.	cultural content. (SS)

6500.1005-6506.1005 Recognize the purposeful and careful construction of media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize that media	Recognize that media	Recognize how media	Explain how media	Identify examples of media	Identify examples of media
	productions influence	productions influence	productions may be	productions may be	productions that create or	productions that create or
	perceptions of reality.	perceptions of reality.	constructed to create or	constructed to create or	influence a perception of	influence a perception of
				influence a perception of	reality.	reality.
		(SS)(LA)	reality.	reality. (HL)		(HL)
						Identify how media messages
					influence the political,	influence the political,
					economic, and social attitudes	
					of an individual and society.	attitudes of an individual and
						society. (HL)(SS)
	Recognize examples of real	Recognize examples of real	Identify examples of real,		Classify examples of real,	Classify examples of real,
	and make-believe content in	and make-believe content in		realistic, and unreal content in	realistic, and unreal content in	realistic, and unreal content in
	media.	media.		,	media.	media.
			wooden horse, a unicorn.	artifact, a dinosaur museum		
				replica, a cartoon		
				representation of a dinosaur.		
		(HL)((SS)(LA)		(LA)	` ,	
	Recognize examples of	Identify examples of	Identify examples of			Identify examples of
	advertising targeted at young	advertising targeted at young	advertising targeted at young			advertising with multiple
	viewers, e.g., advertisements	viewers, e.g., advertisements			messages, e.g., associating	messages, e.g., associating
	for toys, games, cereal and	for toys, games, cereal and			an advertised product with the	
	snacks, clothing with logos.	snacks, clothing with logos.	toys, games, cereal and			happiness, power, physical
			snacks, clothing with logos.			appeal, or a desired lifestyle.
					adult authority figures are	
					incompetent, being rude to	
	4113	4113	(111.)(66)		adults is acceptable behavior.	411.
	(HL)	(HL)	(HL)(SS)	(HL)	(HL)	(HL)

Standard	Analysis: Students analyze elements of media messages to understand their forms and functions,
Statiuaru	Arialysis. Students analyze elements of media messages to understand their forms and functions,
6500.11-6506.11	content, intent, and effects on the receiver.
0000.11-0000.11	Content, intent, and effects of the receiver.

6500.1101-6506.1101 Analyze techniques used to construct media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		List elements of	List and define elements of	List and describe elements of	List and describe elements of	List and analyze elements of
		communication, i.e., sender,	communication, i.e., sender,	communication, i.e., sender,	communication, i.e., sender,	communication, i.e., sender,
		message, receiver.	message, receiver.	message, receiver.	message, receiver.	message, receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Identify the purposes of media	Identify and describe the	Identify and describe with	Identify and analyze the	Identify and analyze with
		messages.	purposes of media messages.	examples the purposes and		examples the purposes and
				perspectives of media		perspectives or biases of
			(HL)(SS)	messages. (HL)(SS)	(HL)	media messages. (HL)
		Describe how sound is	Identify examples of how	Identify examples of how	Analyze how sound is	Analyze and evaluate how
		manipulated in constructing	sound is manipulated in	sound is manipulated in	manipulated in constructing	sound is manipulated in
		media messages, e.g., music,	constructing media	constructing media		constructing media
		sound effects, decibel level.		messages, e.g., music, sound		messages, e.g., music, sound
			effects, decibel level.	effects, decibel level.	laugh track.	effects, decibel level, laugh
				(HL)		track.
			Identify examples of visual	Identify visual effects used in	Analyze how visual effects	Evaluate how visual effects
			effects used in constructing	constructing media		have been manipulated in
			media messages, e.g.,	messages, e.g., shot	constructing media	constructing media
			camera angles, zooms, cuts,	selection, camera angles,	messages, e.g., camera	messages, e.g., use of
			color, graphics, lighting.	zooms, cuts, color, graphics,	angles, zooms, cuts, color,	camera angles, zooms, cuts,
					graphics, wipes, dissolves,	color, graphics, wipes,
					perception of time.	dissolves, time manipulation.
				Describe how written and	Analyze how written and	Evaluate how written and
				verbal texts are manipulated	verbal texts are manipulated	verbal texts are manipulated
						in constructing a media
				message, e.g., amount, color,	message, e.g., amount, color,	message, e.g., amount, color,
				repetition of text, pace,	repetition of text, pace,	repetition of text, pace,
					content, volume.	content, volume.
				Describe how editing alters	Analyze media messages and	
				media messages.	infer how they may have been	
						been edited to achieve
				(HL)	impressions.	desired impressions.

6500.1102-6506.1102 Analyze, question, and think critically about media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Retell the content of media	Retell the content of media	Summarize the content of	Summarize the content of	Summarize the main points of	Summarize and compare
	messages.	messages.	media messages.	media messages.		media messages that convey
			_	_	the same subject or event.	the same subject or event.
	(SS)(LA)	(LA)	(SS)(LA)	(LA)	(SS)(LA)	(LA)
	Recognize advertising and	Recognize advertising and	Differentiate between	Differentiate between	Differentiate between	Differentiate between
	programming on television.	programming on television.	advertisements and other	advertisements and other	advertisements and other	advertisements and other
						content material, e.g.,
			television, periodicals, radio,	television, periodicals, radio,	television, periodicals, radio,	television, periodicals, radio,
			the Internet.	the Internet, movies, videos,	the Internet, movies, videos,	the Internet, movies, videos,
	(HL)	(SS)	(HL)	"infomercials."	"infomercials."	"infomercials."

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
						Analyze the possible intents,
				obvious and hidden, of media	obvious and hidden, of media	obvious and hidden, of media
				messages, e.g., in	messages, e.g., in	messages in all types of
				advertising, educational	advertising, educational	media productions.
				programming, public service	programming, public service	
					announcements,	
					documentaries, sponsorships.	
				(HL)	(HL)	(HL)
			Identify fact and opinion in a		Analyze examples of fact and	
			variety of media messages.			opinion in a variety of media
			(SS)(LA)			messages. (LA)
	Identify persuasive	Identify persuasive			, ,	Identify and classify
	techniques in advertising,	techniques in advertising,				persuasive techniques in
	e.g., celebrity endorsement,	e.g., fantasy, "happy families."				advertising, e.g., humor,
	jingles, slogans.		negative side-by-side			emotional appeal, patriotism.
			comparison.	1 -	extravaganza, humor.	
				nature, theatrical		
	(HL)			extravaganza. (HL)		
	Recognize a balance of	Recognize a balance of	Recognize a balance of			Critique media messages for
	diversity in media messages,	diversity in media messages,				a balance of diversity, e.g.,
	e.g., gender, ethnic	e.g., gender, ethnic				gender, age, ethnic
	representation, age.	representation, age.	representation, physical and	•		representation, physical and
			mental ability representation.	1. 3		mental ability, and socio-
				and socio-economic level.	economic level .	economic level.

6500.1103-6506.1103 Analyze effects of media messages on the receiver.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify the possible effects of	Identify the possible effects of	List a variety of the possible	Predict the possible effects of	Analyze the possible effects	Analyze the possible effects
	advertising, e.g., impulsive vs.	advertising, e.g., satisfaction	effects of advertising, e.g.,	advertising, e.g., accurate vs.	of advertising, e.g., accurate	of advertising, e.g., accurate
	informed buying, realistic vs.	versus disillusionment,	satisfaction vs.	misleading information,	vs. misleading information,	vs. misleading information,
	unrealistic promises.	healthy versus unhealthy	disillusionment, healthy vs.	positive vs. damaging	positive vs. damaging	positive vs. damaging
	(HL)	choices. (HL)	unhealthy choices. (HL)(SS)	portrayals. (HL)(SS)	portrayals. (HL)	portrayals. (HL)
	Identify media messages for	Analyze media messages for	Analyze media messages for			
	ethics and values, e.g., "The	ethics and values, e.g.,				
	Golden Rule," sharing,	honesty, responsibility, caring,	honesty, responsibility,	honesty, responsibility, caring,	honesty, responsibility, caring,	honesty, responsibility,
	kindness, honesty, respect,	respect, trust, justice.	caring, respect, trust, justice.	respect, trust, justice.	respect, trust, justice.	caring, respect, trust, justice.
	trust.			(HL)		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Identify examples of "staged"	Identify examples of "staged"	Contrast the consequences of	Explain possible effects of	Explain possible effects of	Predict possible effects of
		violence portrayed in various	"staged" violence portrayed in		viewing gratuitous violence	viewing gratuitous violence
	forms of media, e.g., property	forms of media, e.g., property	media, e.g., property damage,	and other excessive	and other excessive	and other excessive
	damage, physical harm.	damage, physical harm.	physical harm, with the	behaviors, e.g., promoting	behaviors, e.g., promoting	behaviors, e.g., promoting
						fear, promoting aggressive
			real life.	behavior, increasing desire for	behavior, increasing desire for	behavior, increasing desire
				more violent programming,	more violent programming,	for more violent programming,
				desensitizing viewers,	desensitizing viewers,	desensitizing viewers,
						encouraging imitative
				behavior, offering unrealistic	behavior, offering unrealistic	behavior, offering unrealistic
		(HL)		solutions to problems. (HL)	solutions to problems.	solutions to problems.

Standard	Evaluation: Students evaluate elements and intended results of media messages to facilitate selection
6500.12-6506.12	for personal and educational use.

6500.1201-6506.1201 Critique the aesthetic elements of media messages.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
			List criteria for the use of	Apply criteria for the effective	Critique the effective use of	Critique the effective use of
			selected visual techniques in	use of visual techniques in	visual techniques in media	visual techniques in media
			media messages, e.g., color	media messages, e.g., color,	messages, e.g., zooms, cuts,	messages, e.g., zooms, cuts,
			graphics.	graphics, zooms, cuts.	camera angles, shot	camera angles, shot
					selection.	selection.
			List criteria for selected	Apply criteria for the effective	Critique the effective use of	Critique the effective use of
			examples of time	use of time manipulation in	time manipulation in media	time manipulation in media
			manipulation in media	media messages, e.g., slow	messages, e.g., time lapse,	messages, e.g., future
			messages, e.g., slow motion,	motion, instant replay, time	future projection.	projection, flashback.
			instant replay.	lapse.		
				List criteria for the effective	Apply criteria for the effective	Critique the effective use of
				use of written and verbal text	use of written and verbal text	written and verbal text in
				in media messages, e.g.,	in media messages, e.g.,	media messages, e.g.,
				color, volume (loudness),	color, volume (loudness),	amount, repetition or text,
				pace.	pace, amount.	content.

6500.1202-6506.1202

- (2) Evaluate media for personal and educational use.(3-6) Evaluate the effectiveness of media for intended results from targeted audiences.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare print and nonprint			Evaluate how the intent is	Evaluate how the intent is
		versions of a story and			communicated in media	communicated in media
		describe differences.			messages in a variety of	messages in a variety of
					media productions, e.g.,	media productions, e.g.,
					advertising, educational and	advertising, educational and
					entertainment programming,	entertainment programming,
		(SS)(LA)			sponsorship. (HL)(SS)	sponsorship. (HL)
		Compare the appearance and	Analyze print and nonprint	Analyze print and nonprint	Evaluate the use of	Evaluate the use of
		actions of the same character	versions of the same media	versions of the same media	persuasive techniques in	persuasive techniques in
		in two or more illustrated	message.	message.	media messages, e.g.,	media messages, e.g.,
		versions of the same folktale.			manipulation of statistics and	manipulation of statistics and
					research findings, emotional	research findings, emotional
					and visual appeal, humor.	and visual appeal, humor.
			(SS)		(HL)	
		Recognize examples of	Identify examples of	Identify and assess the	Assess the impact of	Assess the impact of
		stereotyping in media.	stereotyping.	impact of stereotyping on	stereotyping on various	stereotyping on various
			(SS)	various groups.	groups.	groups.
					Evaluate print and nonprint	Evaluate print and nonprint
					versions of the same media	versions of the same media
					message and determine the	message and determine the
					best format for intended	best format for intended
					purposes and audiences, e.g.,	purposes and audiences,
					book and film version of a	e.g., book and film version of
					story, advertising on	a story, advertising on
					billboards, radio, television.	billboards, radio, television.
					(SS)	(LA)

6500.1203-6500.1203 Evaluate and select media for personal and educational use.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Compare the amount of time	Compare the amount of time	Analyze the amount of time	Determine if the amount of	Determine if the amount of
		devoted to television, videos,	devoted to media with the	devoted to media with the	time devoted to media is in	time devoted to media is in
		and games with other	amount of time devoted to	amount of time devoted to	balance with other activities,	balance with other activities,
		activities, e.g., play, books,	reading, exercise,	reading, exercise,	e.g., reading, exercise, sports,	e.g., reading, exercise,
		participation sports.	participation sports, the arts.	participation sports, the arts.	the arts, etc.	sports, the arts, etc.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
		Make wise media choices by	Make wise media choices by	Recognize criteria and	Recognize criteria and	Recognize criteria and
		consulting with parents and	consulting with parents and	evaluative resources in	evaluative resources in	evaluative resources in
		teachers.	teachers.	making wise media choices,	making wise media choices,	making wise media choices,
				e.g., conferring with parents	e.g., conferring with parents	e.g., conferring with parents
				and teachers, consulting	and teachers, consulting	and teachers, consulting
				reviews and ratings.	reputable reviews and ratings.	reputable reviews and ratings.
			Evaluate media messages for	Evaluate media messages for	Evaluate media messages for	Evaluate media messages for
			accuracy and authenticity,	accuracy, authenticity and	accuracy, authenticity,	accuracy, authenticity,
			e.g., verify facts with	relevance, e.g., verify facts	relevance, and source	relevance, and source
			additional resources. (HL)(SS)	with additional resources.	authority.	authority. (HL)
		Identify and select media	Evaluate and select media	Evaluate and select media	Evaluate and select media	Evaluate and select media
		materials to meet educational	materials to meet educational	materials to meet educational	materials to meet educational	materials to meet educational
		needs, e.g., presentations.	needs, e.g., presentations,	needs, e.g., presentations,	needs, e.g., presentations,	needs, e.g., presentations,
		(LA)	research.	research. (LA)	research. (LA)	research. (SS)(LA)

Standard Production: Students produce media messages in selected formats. 6500.13-6506.13

6500.1301-6506.1301 Students prepare messages for presentation by using a multi-step planning process.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Determine message to	Determine message to	Determine message to	Determine message to	Determine message to	Determine message to
	convey.	convey.	convey.	convey, considering content,	convey, considering content,	convey, considering content,
				intent, and length.	intent, and length.	intent, and length.
	Identify the target audience for	Identify the target audience for	Define the target audience	Define the target audience for	Define the target audience for	Define the target audience
	message, e.g., peers, parents.	message, e.g., peers, parents.	for message, e.g., peers,	message, e.g., peers, parents,	message, e.g., peers, parents,	for message, e.g., peers,
			parents, community.	community.	community.	parents, community.
	Select the most appropriate	Select the most appropriate	Select the most appropriate	Select the most appropriate	Identify the characteristics of	Identify the characteristics of
	medium for each message,	medium for each message,	medium for each message,	medium for each message,	various media formats and	various media formats and
	e.g., poster, bumper sticker.	e.g., poster, bumper sticker,	e.g., poster, brochure,	e.g., poster, brochure,	select medium to suit the	select medium to suit the
		public service announcement.	advertisement.	advertisement.	purpose of each message.	purpose of each message.
	Identify materials needed for	Identify materials needed for	Identify items needed for	Identify items needed for	Identify resources needed for	Identify resources needed for
	presentation, e.g., paper,	presentations, e.g., paper,		presentations, e.g., art	presentations, e.g., materials,	presentations, e.g.,
	poster board, crayons,	poster board, crayons,	materials, video equipment.	materials, video or recording	equipment, cost.	materials, equipment, cost.
	markers.	markers.		equipment.		

6500.1302-6506.1302 Students develop and apply criteria for quality media productions.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Recognize criteria for quality	Identify criteria for quality	Identify criteria for quality	Establish criteria for quality	Develop and apply criteria for	Develop and apply criteria for
	media productions.	media productions.	media productions.	media productions.	quality media productions.	quality media productions.
	Select components of the	Select components of the	Select components of the	Select components of the	Select components of the	Select components of the
	medium, e.g., format,	medium, e.g., format,		medium, e.g., format,	medium, e.g., format,	medium, e.g., format,
	materials, color, design, size.	materials, color, design, size.	materials, color, design, size,	materials, color, design, size,	materials, color, design, size,	materials, color, design, size,
			graphics, sound.	graphics, sound.	graphics, sound, text.	graphics, sound, text.
	Draft and refine message, e.g., sketching design,	Draft and refine message, e.g., storyboarding, sketching,		Draft and refine message, e.g., storyboarding, sketching,	Draft and refine message, e.g., outlining, storyboarding,	Draft and refine message, e.g., outlining, storyboarding,
	composing text.	editing.	sketching, editing.	editing.	sketching, editing.	sketching, editing.
	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.	Identify good presentation techniques.
	Cite sources used in productions.	Cite sources used in productions.		Cite sources used in productions.	Cite sources used in productions.	Cite sources used in productions.

6500.1303-6506.1303 Students present or exhibit media messages and evaluate their final products.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Plan and prepare presentation	Plan and prepare presentation	Plan and prepare	Plan and prepare presentation	Plan and prepare presentation	Plan and prepare
	settings.	settings.	presentation settings.	settings.	settings.	presentation settings.
	Practice good presentation	Practice good presentation	Practice good presentation	Practice good presentation	Practice good presentation	Practice good presentation
		techniques, e.g., face	techniques, e.g., face	techniques, e.g., face	techniques, e.g., face	techniques, e.g., face
				audience, speak slowly and		audience, speak slowly and
	clearly, project voice to back	clearly, project voice to back	clearly, project voice to back	clearly, project voice to back	clearly, project voice to back	clearly, project voice to back
	of room.	of room.	of room.	of room.		of room.
	Present media message to	Present media message to	Present media message to	Present media message to	Present media message to	Present media message to
	appropriate group, e.g., peers,	appropriate group, e.g., peers,	appropriate group, e.g.,	appropriate group, e.g., peers,	appropriate group, e.g., peers,	appropriate group, e.g.,
	parents, community.	parents, community.	peers, parents, community.	parents, community.	parents, community.	peers, parents, community.
	Evaluate final products.	Evaluate final products.	Evaluate final products for	Evaluate final products for	Evaluate final products for	Evaluate final products for
			effectiveness.	effectiveness.	effectiveness and efficiency.	effectiveness and efficiency.